ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 5/26/65	DATE RECEIVED

A. PUBLICATION DATA

ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED000211	8050	N.A.	

4. AUTHOR(S):
Eckberg, Arthur R.

5. TITLE OF DOCUMENT ABSTRACTED:
Occupational Follow-Up Study: Class of 1960, Roosevelt University

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Roosevelt Univ.
ST.
CITY Chicago 5, Ill.
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
Roosevelt University

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
		Sept. 61	28

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
Survey

16. INDEXING TERMS (8-12)

graduates	surveys	extracurricular		
occupations	salaries	opinions		
follow-up studies	aspirations			

17. ABSTRACT (MAX. 250 WORDS)

Data were gathered from questionnaires sent to graduates of 1960. Results of this study, based on 403 responses (49.8 percent return), report information relative to job satisfaction, value of certain job characteristics, factors considered important in job choice, salary data, job and future plans, the image of the university, the most popular faculty members and extracurricular activities. The author indicates that conclusions must be qualified since the study lacks depth of time and experience. He believes, however, that the study should serve as a catalytic agent for the continued improvement of the university's educational program.

ERIC No.

18. SOURCE OF ABSTRACT
Reporter No. 6

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

R-6-3
X 21
HE8050
8050
ED000211

Occupational Follow-Up Study

CLASS OF 1960

Roosevelt University

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

by

Arthur R. Eckberg

Roosevelt University

Placement Office

September 1961

ACKNOWLEDGEMENTS

Any study of this type owes its publication to a core of hard-working individuals. Acknowledgement must be given Mrs. Julia Randolph who was responsible for mailing of the questionnaire, follow-up mailings, initial tabulation of data and for the tedious task of typing and re-typing the manuscript.

Acknowledgement must also be given Mrs. Sylvia Rogers for her aid in the typing process.

Special acknowledgement must be given Miss Joyce Barnett and Mr. Ralph Meinking for their assistance in guiding the manuscript to its final form.

TABLE OF CONTENTS

FOREWORD 1

Survey Purposes and Coverage 2

Some Interesting Characteristics of this Class 6

This Matter of Student Finances 8

Extra-Curricular Participation 11

Occupational Status of 1960 Graduates . . 12

Job Satisfaction 17

Relative Importance of Certain Job Characteristics 18

This Matter of Money 20

Faculty Popularity 22

Special Report on Education Majors 23

Conclusion 26

APPENDIX: Questionnaire

LIST OF TABLES

TABLE I - Number of Graduates Responding . 3

TABLE II - Survey Participation 5

TABLE III - Number of Years at Roosevelt . 6

TABLE IV - Reasons for Entering Roosevelt University 7

TABLE V - Per Cent of Students Working Part-Time 8

TABLE VI - Hours Worked Per Week by Class of 1960 9

TABLE VII - Hourly Pay Scale - Senior Year 9

TABLE VIII - Part I: Per Cent of Tuition Covered by Various Factors . 10

Part II: Room and Board, Clothing, Carfare and Lunch Expenses 10

TABLE IX - Relationship of Present Position to Course of College Study . . 13

TABLE X - Job Distribution 15

TABLE XI - Relative Importance of Job Characteristics 19

TABLE XII - Factors Influencing Job Choice 20

TABLE XIII - Salary Scale - Class of 1960 21

FOREWORD

This is the third in a series of follow-up studies conducted by the Placement Office to determine the effectiveness of our educational efforts in the world of work. These studies provide the University with predictive tools for future planning. They also provide the faculty with a multiplicity of factual information about alumni. Furthermore, they demonstrate an awareness on the part of graduates, of the continued need for class studies.

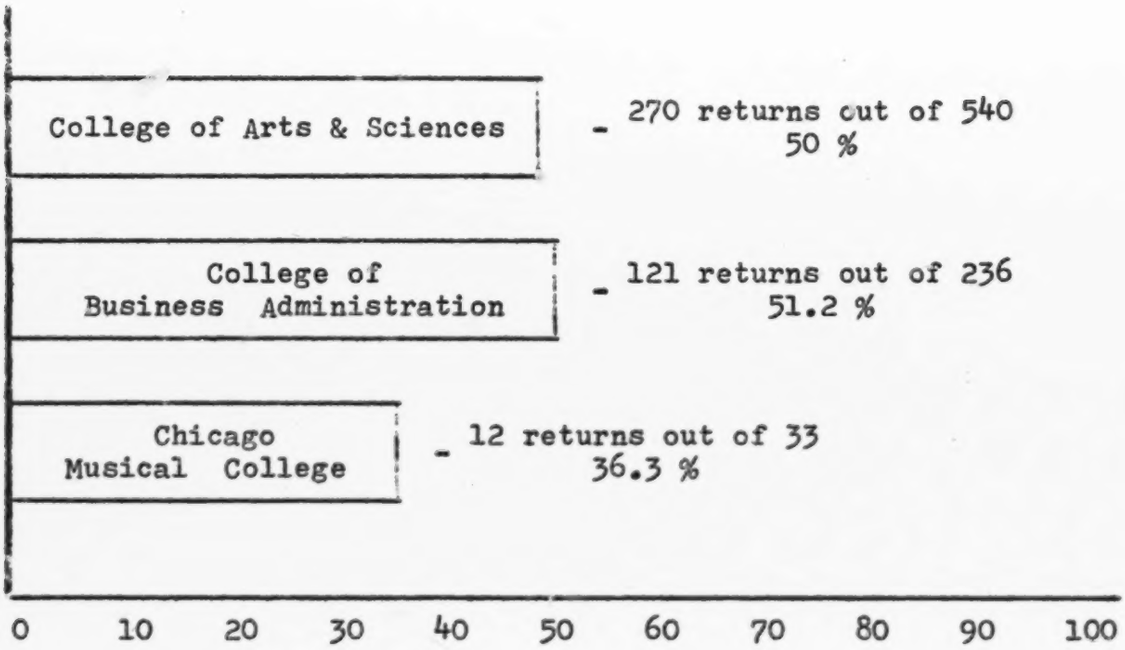
SURVEY PURPOSES AND COVERAGE

An effort was made to obtain general information relative to (1) job satisfaction, (2) value of certain job characteristics, (3) factors considered important in making job choice, (4) data relative to salary, job and future plans, (5) prevailing image of the University, (6) part-time work, extra-curricular activities and the like, (7) most popular faculty members, etc.

The data were gathered from questionnaires sent to the 809 graduates of the three classes of 1960 - February, June and September. A total of 403 graduates participated by responding to the survey request. This represents an overall response of 49.8 per cent of the 1960 class. The return from the College of Arts and Sciences represented 50 per cent of the total class; from the College of Business Administration 51.2 per cent; and from the Chicago Musical College 36.3 per cent.

TABLE I

NUMBER OF GRADUATES RESPONDING (403)



Graduates in Accounting, Psychology, English and Education tended to return their questionnaires more quickly than others. Students who ranked in the upper half of the class and those who had earned honors while attending Roosevelt University tended to respond to our survey request more quickly than others. In general, more complete responses were received from women graduates.

Initial mailing of the survey forms took place in March and April of 1961. Although several efforts were made to contact graduates, no personal contact was affected. A mimeographed form letter served as the follow-up request. The initial questionnaire was printed and had incorporated as part of the form, a general letter requesting participation. A self-addressed, franked envelope was enclosed with each mailing.

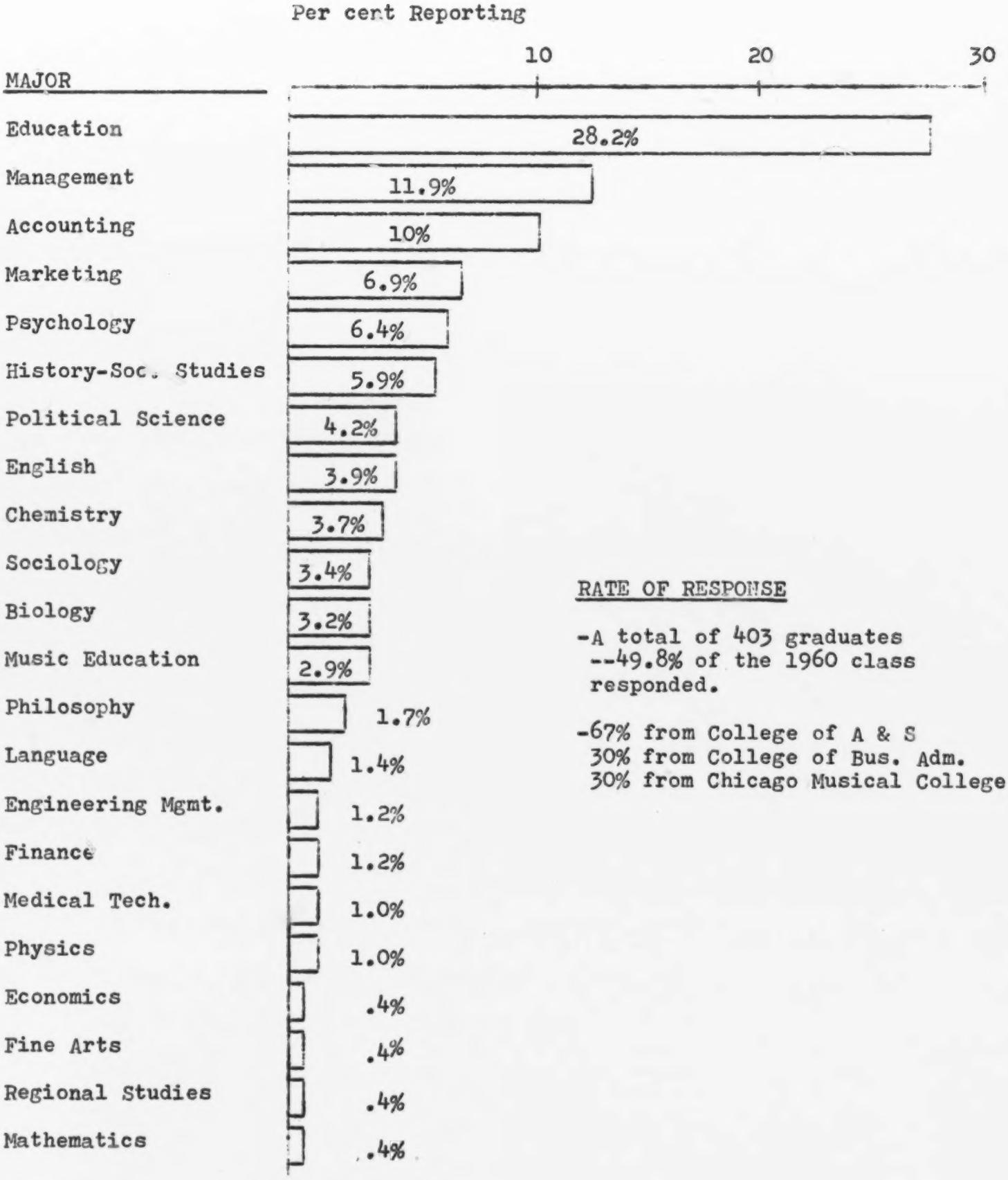
It has been frequently suggested that the use of personalized rather than mimeographed letters - and the persistence of various follow-up communication - will result in greater survey response. This year's efforts incorporated many of these techniques, but failed to produce any significant gains in the number of returns.

By actual count the College of Arts and Sciences accounted for 67 per cent of the total return; the College of Business Administration 30 per cent; and the Chicago Musical College approximately 3 per cent.

The distribution breakdown of the 1960 class, as reported by the Registrar, is 540 graduates or 66 per cent for the College of Arts and Sciences; 236 graduates or 29 per cent for the College of Business Administration; and 33 or 4 per cent for the Chicago Musical College.

TABLE II

SURVEY PARTICIPATION



RATE OF RESPONSE

-A total of 403 graduates
--49.8% of the 1960 class responded.

-67% from College of A & S
30% from College of Bus. Adm.
30% from Chicago Musical College

SOME INTERESTING CHARACTERISTICS OF THIS CLASS

1960 graduates were asked for a breakdown of the time spent at Roosevelt University. We also asked students what were their main reasons for attending a college such as ours. There are no ivy-covered walls, no student union buildings, no dormitories, no sprawling tree-lined campus, and no Saturday heroes. Students enrolled at commuter colleges are reminded daily of the fact that their's is a campus unlike most that dot the countryside.

One fact revealed by this year's study points up a basic problem when it comes to involving large numbers of Roosevelt University graduates in alumni affairs. Only 22 per cent of the 1960 graduates responding to the survey had spent all four years at Roosevelt University.

TABLE III

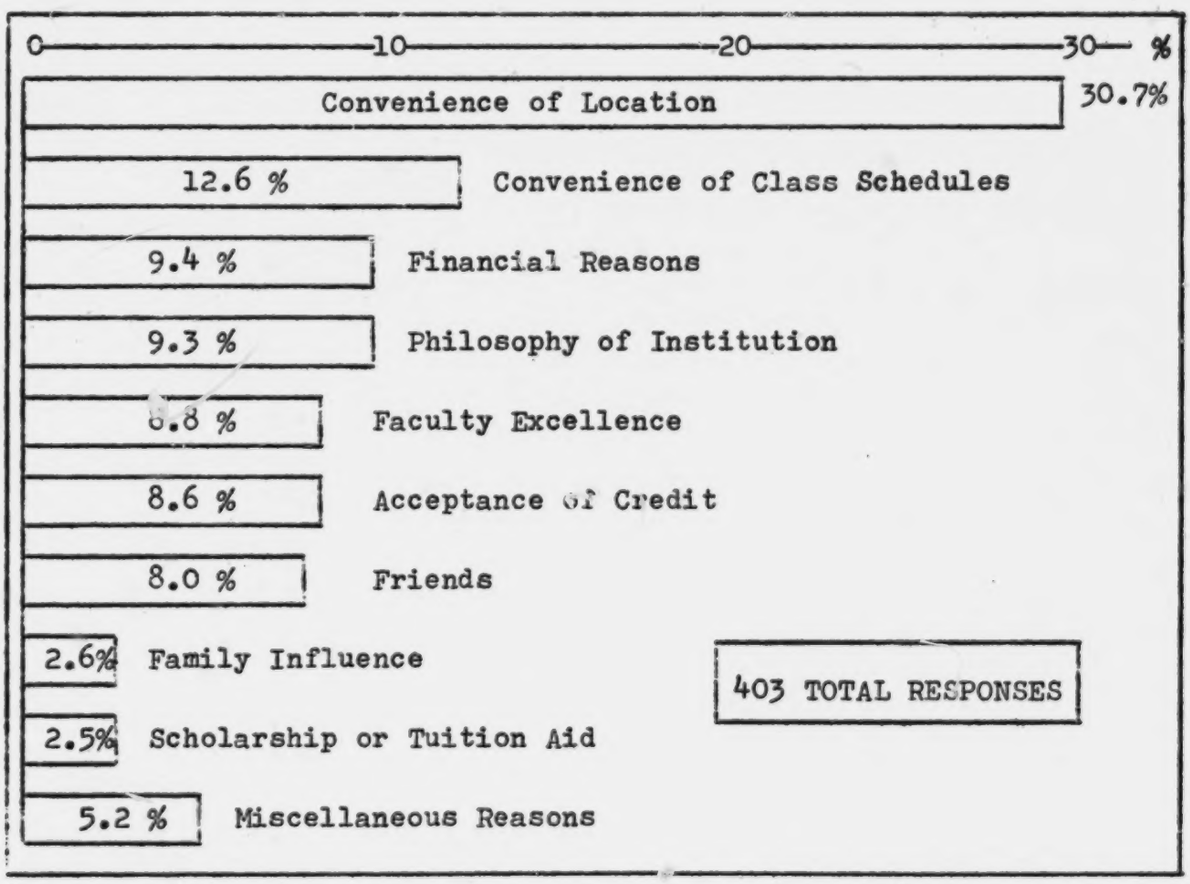
NUMBER OF YEARS SPENT AT ROOSEVELT

YEARS AT ROOSEVELT	PER CENT	NUMBER
4 (120 Sem. hrs.)	22.2	88
3 (90 Sem. hrs.)	23.2	92
2 (60 Sem. hrs.)	42.9	170
1 (30 Sem. hrs.)	11.6	46

This year's study indicated to some extent why young men and women choose to attend Roosevelt University. As in previous year's studies, the most frequently cited reasons were these: (1) Convenience of location; (2) Convenience of class schedules; (3) Financial reasons; (4) Philosophy of the institution; and (5) Faculty cellence. The per cent of response for the various reasons follows:

TABLE IV

REASONS FOR ENTERING ROOSEVELT UNIVERSITY



THIS MATTER OF STUDENT FINANCES

It is through the vehicle of the part-time or after-class job that many of our students earn sufficient funds to finance tuition payments. For many of our students the after-class job represents a financial means to the end. It is quite obvious that commuter college students work too many hours. It is not so obvious what the relationship is between hours worked and academic achievement. There is no indication in this study that after-class employment had any adverse affect upon grade point averages. It is certainly not possible at this point to establish a maximum or minimum number of hours which could be worked without affecting or influencing grades.

TABLE V

PER CENT OF STUDENTS WORKING PART-TIME

GRADUATION DATE	WORKED PART-TIME
Class of 1960	76.0%
Class of 1959	81.8%
Class of 1958	78.1%

Although we are concerned about the large number of students who must work their way through college it is the number of hours worked by these students which creates the greatest concern. Tabulation of the number of hours worked reveals a standard pattern. 2.4 per cent reported working

between 5 and 20 hours a week. 3 per cent reported working 40 hours or more per week. However, an uncomfortably large number reported working between 20 and 35 hours a week.

TABLE IV

HOURS WORKED PER WEEK BY CLASS OF 1960

HOURS WORKED PER WEEK	NUMBER	PER CENT RESPONSE
1 to 10	24	10.0
11 to 20	101	42.4
21 to 35	106	44.5
40 and Over	7	2.9

Student wages ranged between a low of $1.00 per hour to a high of $2.00 or more per hour. The most frequent pay rate reported by seniors was $1.80 per hour. 50 per cent of the respondents reported senior year earnings in excess of $1.80 per hour.

TABLE VII

HOURLY PAY SCALE - SENIOR YEAR AT RU

WAGE RANGE PER HOUR	NUMBER	PER CENT OF RESPONSE
$1.00 to $1.25	26	12.0
1.30 to 1.50	45	20.8
1.55 to 1.75	35	16.2
1.80 to 2.00	62	28.7
Over $2.00	48	22.2

34 per cent of our respondents reported receiving some sort of family support toward tuition. 48 per cent reported varying degrees of self-support. 8.4 per cent had tuition partly covered by the G.I. Bill. 12 per cent received some form of tuition or scholarship aid and 6.2 per cent received assistance through loans.

Table VIII presents a breakdown of financial expenses and sources of support as reported by the class of 1960.

TABLE VIII

A. PER CENT OF TUITION COVERED BY VARIOUS FACTORS

FACTOR	APPLICABLE TOWARD TUITION	N	PER CENT
G.I. BILL	1 - 25%	3	8.8
	26 - 50	5	14.7
	51 - 75	6	17.6
	76 - 100	20	58.8
SCHOLARSHIP	1 - 25%	22	44.0
	26 - 50	15	30.0
	51 - 75	6	12.0
	76 - 100	7	14.0
FAMILY	1 - 25%	14	10.2
	26 - 50	32	23.3
	51 - 75	13	9.4
	76 - 100	78	56.9
LOANS	1 - 25%	9	36.0
	26 - 50	8	32.0
	51 - 75	2	8.0
	76 - 100	6	24.0
SELF-SUPPORT	1 - 25%	32	16.4
	26 - 50	41	21.1
	51 - 75	27	13.9
	76 - 100	94	48.4

B. ROOM AND BOARD, CLOTHING, CARFARE AND LUNCH EXPENSES

ITEM	PERCENT COVERED BY STUDENT	N	PER CENT
ROOM & BOARD EXPENSES (28.0% of graduates responding)	1 - 25%	22	19.4
	26 - 50	18	15.9
	51 - 75	1	.8
	76 - 100	72	63.7
CLOTHING EXPENSES (58.8% responding)	1 - 25%	20	8.4
	26 - 50	28	11.8
	51 - 75	15	6.3
	76 - 100	174	73.4
CARFARE & LUNCH EXPENSE (63.0% responding)	1 - 25%	14	5.5
	26 - 50	14	5.5
	51 - 75	8	3.1
	76 - 100	218	85.8

EXTRA-CURRICULAR PARTICIPATION

As a commuter college we encounter more than our share of reasons for the lack of student participation in extra-curricular activities. Despite heavy commitments to work, to family responsibilities and to non-campus activities, it is interesting to note the extent to which our graduates have taken part in planned extra-curricular campus programs. 312 respondents, 77.4 per cent of the total return, answered the question concerning participation in extra-curricular affairs. Participation, as defined, included club activities, student government, fraternities, sororities, social groups, graduation committees, student newspaper, various class organizations and the like.

43.9 per cent of the respondents said they had taken part in some form of Roosevelt Campus activity. This is an unusually high percentage for colleges - especially commuter institutions. Reasons for non-participation ranged from statements about differing age factors, lack of interest, lack of time, domination of certain student groups by political extremists and necessity or desire to work part-time after classes.

Students mentioned the need for additional club room facilities. The lack of adequate physical education facilities for exercise and inter-mural sports was also cited as one reason for non-participation in campus extra-curricular activity. Some students felt that the University was not doing enough to provide for their physical education needs. Evening students spoke of the need to increase the number and type of activities available throughout the semester. Many transfer students spoke of the need for an extensive inter-collegiate athletic program in areas such as baseball, basketball, tennis and handball.

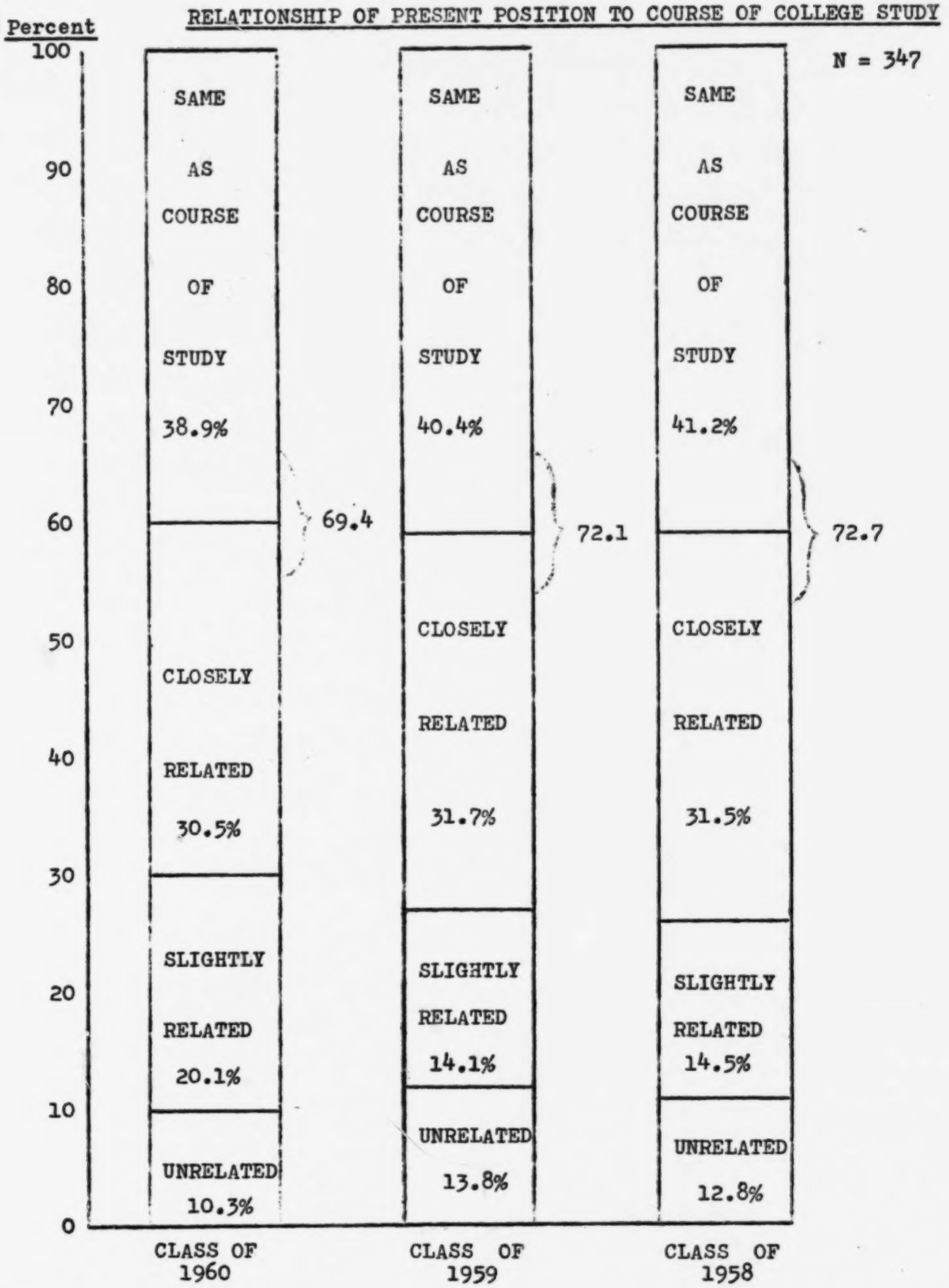
OCCUPATIONAL STATUS OF 1960 GRADUATES

There is a high degree of relationship between college course of study and the first permanent employment. This is due in part to the fact that large numbers of our graduates major in Education, Accounting, Psychology and Sociology.

69.4 per cent indicated a close relationship between college study and current employment. In a study of the class of 1958 and 1959 the number of graduates in unrelated positions was less than 14 per cent of the total response. The class of '60 reported only 10.3 per cent of its graduates in "unrelated" jobs. Table IX compares the relationship of present position to college major for the years 1958, 1959 and 1960.

TABLE IX

RELATIONSHIP OF PRESENT POSITION TO COURSE OF COLLEGE STUDY



The occupational information which was obtained from this year's graduates included the following: the relationship of present position to course of college study; the job title structure of graduates; the occupational distribution of 1960 graduates; an evaluation of job satisfaction; and finally, an evaluation of attitudes toward job advancement and financial status.

The specific jobs held by our 1960 graduates were recorded and outlined in Table X. We find that the largest cluster of jobs is centered in the teaching field. Another category with large numbers of Roosevelt graduates is the accounting and sales field. Administrative jobs account for a considerable number of Roosevelt graduates.

Many graduates are employed as case workers for the County Department of Public Aid. A number of others are employed by agencies of the Federal Government. Clerical and secretarial positions account for a considerable number of female graduates. Included among the various occupations represented are those of a welder and a barber.

TABLE X
JOB BREAKDOWN

	Biol. & Zool.(13)	Chemistry (15)	Economics (2)	English (16)	Fine Arts (1)	Engr. (5)	Education (114)	Finance (5)	Hist.& Soc.St.(24)	Languages (6)	Mathematics (2)	Med. Technology(4)	Management (48)	Marketing (28)	Music Educ. (12)	Accounting (40)	Philosophy (7)	Physics (4)	Poli. Science (17)	Psychology (26)	Sociology (14)
Actuary Assistant			1																		
Administrative						3	4	5		1			17	2	1	1			4		1
Auditor Trainee													2			26					1
Bank Clerk									1												
Barber										1											
Bookkeeper															1						
Chaplain							1														
Chemist	2	4										1									
Clerk						1			3				2	3		2			2	1	
Credit Clerk									1				1								
Food Inspector	1																				
Guidance Counselor									1												
Housewife	1						6		1											2	1
Internal Revenue Agent													1	1		6			2		
Laboratory Assistant		2										3	1				1				
Librarian Trainee									1												
Military Serviceman			1	1			1						10								
Welder		1																			
Personnel Assistant																				1	
Psychologist																				2	
Project Engineer											2		1								
Procedures Analyst									1												
Research Assistant	1	4																			
Reservations Agent																				2	
Salesman	2	1		2		1			1				4	16		2	1		4	1	
Secretary				1					1	2			1							1	
Social Worker				1			1							2			2			3	7
Student	4	1		4					7				5	3		2	1			8	3
Technologist																		3			
Teacher	1	2		7	1		100		5	2			2		10		1		5	4	1
Training Director							1													1	
Writer	1													1							

Concerning occupational distribution of Roosevelt graduates by industry, the class of 1960 reports the following:

(1) 32.2 per cent employed in business and industry
   a. Manufacturing - 13.8%
   b. Public Accounting - 4.4%
   c. Retailing - 2.7%
   d. Advertising and Public Relations - 1.0%
   e. Banking and Insurance - 3.2%
   f. Service industries - 4.7%
   g. Miscellaneous category - 2.2%

(2) 32 per cent employed as teachers

(3) 4 per cent employed in education - non-teaching

(4) 10.4 per cent enrolled as full-time graduate students

(5) 4.4 per cent employed in Government (mostly Federal)

(6) 7.4 per cent in social service work
   a. Case workers - 4.7%
   b. Medical workers - 2.7%

(7) 3.9 per cent in the military services

(8) 5.4 per cent grouped in various miscellaneous categories.

JOB SATISFACTION

For the 1960 graduates, there was a definite bearish situation in the employment market. Nonetheless, the majority of respondents reported favorable reactions to their current jobs. 338 graduates or 83.8 per cent of the total response answered our inquiry regarding job satisfaction.

284 graduates or 84 per cent said they enjoyed their present position. 37 graduates or 11 per cent said they were indifferent to their present position. 17 graduates or 5 per cent reported a disliking for their present job. In 1959 the number of graduates who disliked their jobs was 7.2 per cent of the total response; in 1958 the number was 8.6 per cent.

Three other questions pertaining to job satisfaction were asked of our 1960 graduates. Judging from this response it would appear as if the 1960 graduate was, in general, pleased with conditions as he found them one year after graduation.

Q-1	"Is your current position the type of job you had hoped for?" Number responding - 226 Per cent of "yes" response - 63.7
Q-2	"Does your current job offer advancement opportunity?" Number responding - 322 Per cent of "yes" response - 78.0
Q-3	"Does your current job meet financial needs?" Number responding - 339 Per cent of "yes" response - 85.5%

RELATIVE IMPORTANCE OF CERTAIN JOB CHARACTERISTICS

An effort was made this year to have graduates reflect on the value of certain job characteristics. A list of 12 different factors appeared on the questionnaire and the respondent was asked to rank them in order of importance. The twelve job characteristics to be ranked were:

1. Creativity
2. High Pay
3. Prestige
4. Job Security
5. Job Challenge
6. Working with people
7. Working with ideas
8. Working Conditions
9. Service to society or community
10. Opportunity for advancement
11. Opportunity for learning
12. Responsibility in the job

CREATIVITY was rated as most important by 16.2 per cent of the respondents; and as least important by 4.5 per cent of the graduates. JOB CHALLENGE ranked second in order of importance; SERVICE TO SOCIETY, third; OPPORTUNITY FOR ADVANCEMENT, sixth. Rated as least important by 19.6 per cent of the 1960 graduates was PRESTIGE; and as most important by 2 per cent of the respondents. HIGH PAY ranked second as least important; JOB SECURITY, third; WORKING CONDITIONS, fourth; SERVICE TO SOCIETY, fifth; and OPPORTUNITY FOR ADVANCEMENT, sixth. TABLE XI, page 19, provides a breakdown of the total response.

TABLE XI

RELATIVE IMPORTANCE OF JOB CHARACTERISTICS

A.	MOST IMPORTANT FACTOR	NUMBER	PER CENT RESPONSE
1.	Creativity	64	16.2
2.	Job Challenge	54	13.7
3.	Service to Society	51	12.9
4.	Opportunity for Learning	51	12.9
5.	Working with People	46	11.7
6.	Opportunity for Advancement	37	9.4
7.	Job Security	22	5.5
8.	Responsibility in the Job	20	5.0
9.	Working with Ideas	17	4.3
10.	High Pay	15	3.8
11.	Working Conditions	9	2.2
12.	Prestige	7	2.0

B.	LEAST IMPORTANT FACTOR	NUMBER	PER CENT RESPONSE
1.	Prestige	65	19.6
2.	High Pay	60	18.1
3.	Job Security	54	16.3
4.	Working Conditions	38	11.5
5.	Service to Society	34	10.3
6.	Opportunity for Advancement	23	6.9
7.	Creativity	15	4.5
8.	Working with Ideas	12	3.6
9.	Responsibility in the Job	11	3.3
10.	Working with People	9	2.7
11.	Opportunity for Learning	6	1.8
12.	Job Challenge	3	.9

Respondents were asked to list three factors which actually influenced the choice of their present job. We were anxious to see whether or not these factors were related to the earlier ranking of certain job characteristics. Whereas "High Pay" was low on the list as an important job characteristic, it ranked high on the list as a determining factor in job selection. The three factors most frequently reported were: type or nature of employment, salary, and opportunity for advancement.

TABLE XII

FACTORS INFLUENCING JOB CHOICE

FACTOR	NUMBER	PER CENT OF RESPONSE
Type or nature of employment	214	25.4
Salary	143	17.0
Opportunity for advancement	116	13.7
Company location	79	9.3
Security	79	9.3
Training program	66	7.8
Service to Society	61	7.2
Company reputation	46	5.4
Company size	21	2.4
Benefit program	16	1.9

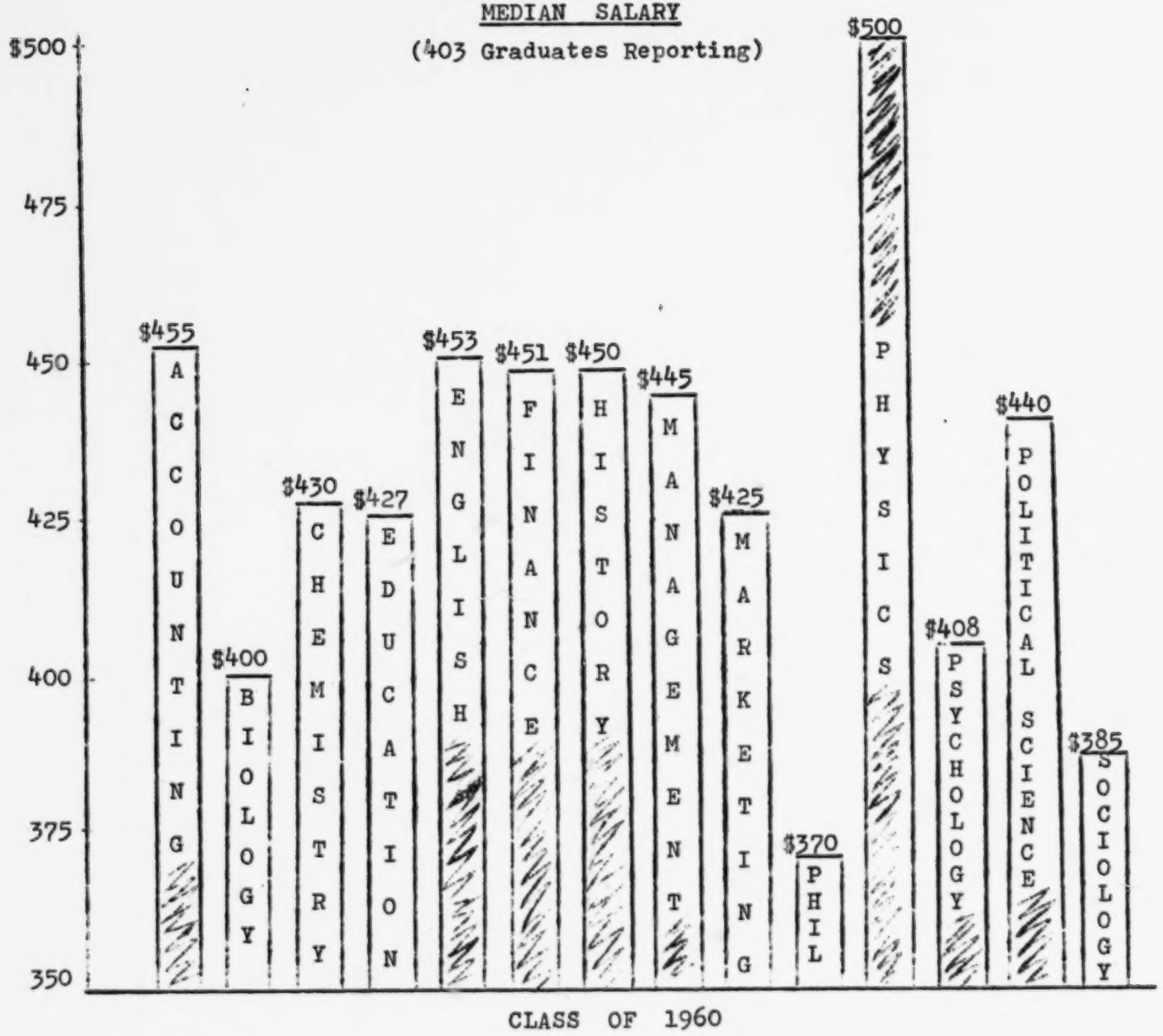
THIS MATTER OF MONEY

Analysis of starting salaries of 1960 graduates is somewhat meaningless on the basis of small returns within certain academic areas. Highest median salary was reported by Physics majors ($500) and by Accounting majors ($455).

TABLE XIII

MEDIAN SALARY

(403 Graduates Reporting)



FACULTY POPULARITY

In previous studies we have purposely avoided any direct effort to obtain student reaction to faculty popularity. This year we asked graduates, "Whom would you nominate as one of the most outstanding faculty members at Roosevelt University?"

This particular question was inserted with a definite tongue-in-cheek attitude. To some extent it created considerable misgivings as to its merit and subsequent value. However, survey participants appeared to welcome this opportunity to nominate some faculty member as outstanding. 12 teaching members of the faculty received a majority of votes cast by the respondents. They included:

Specthrie	--- Accounting
Franklin Ivins Simon	--- Education
Cosbey	--- English
Arnstein Johnson	--- History
Slutsky	--- Geography
Street	--- Mathematics
Gordon	--- Marketing
Flakus	--- Psychology
Weinberg	--- Sociology

In addition, Dean Weil of the College of Business Administration and Dean Wirth of the College of Arts and Sciences were singled out as outstanding teachers by the class of 1960.

A SPECIAL REPORT ON EDUCATION MAJORS

This year's study revealed some special items of interest concerning our largest undergraduate division (the Education Department) and its end-product.

An analysis of 115 Education graduates and their present whereabouts, reveals the following: 53 or 46 per-cent are employed as teachers for the Chicago Board of Education; 35 or 30.4 per cent are employed as teachers in Cook County suburban schools; 12 or 10.4 per cent are employed as teachers in out-of-state school systems; and 15 or 13.2 per cent are grouped in what might be appro-priately dubbed the miscellaneous category.

Concerning vocational plans, female graduates answered as follows: (1) less than 1 per cent planned to stop working after marriage; (2) 10 per cent planned to work for a while after marriage, if and when this should occur; (3) 37 per cent indicated plans to continue working until blessed by a family; (4) 36 per cent expected to work indefinitely; (5) 3 per cent had no plans for working in the immediate future; and (6) 10 per cent expected to be career teachers.

In ranking certain job characteristics, Education graduates listed as most important the following: (1) service to society, (2) working with people, (3) creativity, (4) job challenge, and (5) opportunity for learning. Those

job characteristics ranked as least important were: (1) prestige, (2) high pay, (3) opportunity for advancement, (4) working conditions, and (5) responsibility in the job. (Table XI, page 19, shows the distribution of other graduates relative to this question.) When asked to list those factors which actually influenced current choice of employment, Education graduates listed as most important: type of employment, job security and salary. (Table XII, page 20, shows the distribution of other graduates relative to this question.)

In response to the question, "What advice would you give this year's senior who will be seeking a position in your general field next year?", Education majors had many comments to offer. Similar patterns of response were discernible. Some of the more typical follow:

"I would suggest that the senior in the field of Education develop a serious attitude toward all of the Education courses, and not take the attitude of some - that they are a waste of time. In an actual classroom situation much of that learned is extremely valuable, and a student will be better prepared to perform in a professional manner with this knowledge."

"The field of teaching offers excellent security for a woman - good pay, much gratification. However, the true experience is not similar to the situation as it is set up by the idealistic, progressive teachers of education."

". . .remember that a profession of teaching is an art and not a science. Therefore, one must constantly develop this skill with a great deal of perception and not seek single answers for any solutions."

"Do more intensive observation in more realistic situations than backgrounds present."

"Don't take the Chicago Board Examinations until you've had at least six months or one year teaching experience."

"Knowledge of content, (ie., arithmetic, science, etc.,) is more important than courses in methods."

"Less emphasis on method courses."

". . .refrain from remembering specific information. Keep in mind the general theories and then apply them later to specific situations.

"Students should be more receptive to ideas that are given to them by faculty members."

"I would suggest they (current graduates) pay particular attention to the advice given them in backgrounds and student teaching seminar sessions."

"Make the most of your student teaching classroom experiences. They will be valuable to you when you enter into the teaching field. Draw upon your university experiences."

"Make the most of your student teaching assignment."

"One must apply himself and try to get as much knowledge as possible while in college."

CONCLUSION

Results of higher education are not usually discernible for at least ten or twenty years. 1960 Roosevelt graduates are still involved in the active pursuit of getting established and putting down roots. Therefore, this study lacks depth of time and experience, and efforts to analyze the data and draw conclusions must consequently be qualified.

(1) A total of 403 graduates or 49.8 per cent of the class of 1960 reported their reasons for attending Roosevelt University as follows:

a. Convenience of location

b. Convenience of class schedules

c. Financial reasons

d. Educational philosophy of the institution

e. Faculty excellence

(2) An increasing number of our graduates spend three to four years at Roosevelt. Replies to this year's questionnaire reveal that 45.4 per cent spent between three and four years at Roosevelt as compared to 34.8 per cent reported by the class of 1959.

(3) 76 per cent of the class of 1960 reported working part-time after classes. Our graduates appear to bear the major burden of their college expenses.

(4) 44 per cent of the 1960 graduates indicated participation in extra-curricular activities while attending Roosevelt.

(5) 83 per cent of our graduates reported favorable reaction to present employment. More than 85 per cent of the 1960 respondents said their present job was meeting financial needs.

(6) Most significant is the fact that our alumni are finding acceptance in the world of work. Our graduates are employed at various levels of responsibility in business, industry, education, social agencies and Government. An increasing number are enrolled as full-time graduate students.

(7) On the subject of important job characteristics, 1960 graduates rated as most important: creativity, job challenge, and service to society. Rated as least important were: prestige, high pay and job security.

(8) 82 per cent of our graduates were satisfied with what they encountered during their stay at Roosevelt. Less than 8 per cent were not satisfied with their alma mater.

(9) Roosevelt graduates reported those factors which influenced choice of present employment as: type or nature of employment, salary and opportunity for advancement.

(10) As in past surveys, our graduates continue to speak of the need for higher standards, improvement of community and business public relations.

Follow-up studies such as this provide the means by which the faculty and administration may evaluate the effectiveness of their educational efforts. Such studies should serve as a catalytic agent for the continued improvement of our educational program.

The Midwest College Placement Association has encouraged placement follow-up studies and has urged Placement officers to "inform the administration and faculty of any experience in placement which may have implications for the total educational program of the school."

This study already indicates that our graduates are finding acceptance in the world of work. It should also serve to alert business, industry, Government, the professions and the community to the role of Roosevelt University as a valuable source of qualified manpower.

The next few minutes can be of considerable value to us

..... And to future students

Roosevelt University
430 SOUTH MICHIGAN AVENUE
CHICAGO 5, ILLINOIS

TELEPHONE
WABASH 2-3580

Dear Graduate of 1960:

For the past few years we have devoted considerable thought to just what you - the alumnus - really thinks about Roosevelt University. Now we would like your opinions.

Attached is a brief questionnaire that will take you just a few minutes to complete. Your opinions, tabulated with the responses of other Roosevelt graduates, will be incorporated in a report to the faculty and administration. No references will be made to individual graduates - your remarks will be helpful in guiding the education of future students.

This survey is in line with our objective of providing the faculty and staff with the facts they need to do their jobs better. The results of this survey may bring about desired changes in policy and general operational procedures.

A stamped, self-addressed envelope is enclosed. Please use additional paper if necessary.

I want to thank you in advance for the expenditure of time and thought that will be required in completing the questionnaire. Won't you please complete and return the survey right now.

Cordially yours.

Arthur R. Eckberg

Arthur R. Eckberg
Director of Placement

ROOSEVELT UNIVERSITY GRADUATE SURVEY CLASS OF 1960

NAME_____ ADDRESS_____
MARITAL STATUS_____ NO. OF CHILDREN____ _____
☐ FULL-TIME DAY STUDENT (12 Sem. Hrs. or more) ☐ PART-TIME EVE. STUDENT (3 to 9 Sem. Hrs.)
OTHER_____ TYPE OF DEGREE_____ MAJOR _____
PRESENT EMPLOYER_____ ADDRESS_____
POSITION_____ MONTHLY SALARY $_____
NATURE OF EMPLOYER'S BUSINESS: (i.e., Banking, Manufacturing, Insurance, Education, Retail, Social Service, Government etc.)

1. How much academic work did you complete at Roosevelt: (Please Check X)
   (30 semester hours) (31 to 60 sem. hrs.) (61 to 90 sem. hrs.) (91 to 120 sem. hrs.)
   ☐ 1 year ☐ 2 years ☐ 3 years ☐ 4 years
2. Why did you choose to enter Roosevelt? (i.e., friends, family, location, class schedules, finances, faculty excellence, scholarship, acceptance of credit, philosophy of the institution?)

   _____
3. What other colleges or universities did you attend prior to entering R.U.?
   COLLEGE: _____ YEARS ATTENDED _____
   _____ _____
   _____ _____
4. Any honors received while attending Roosevelt: _____

   _____
5. If you were a full time student (12 sem. Hrs. or more) please answer:
   a. Did you work while attending R.U.? ☐ Yes ☐ No
   b. Average number of hours worked weekly _____
   c. Average hourly wage earned during last year at Roosevelt _____
   d. Did you ever obtain student employment through the help of the Placement Office?
      ☐ Yes ☐ No
   e. Did you work full-time during the summer? ☐ Yes ☐ No
   f. What percentage of the following expenses did you pay while attending Roosevelt?
      _____% Room & Board _____% Clothing _____% Carfare & Lunch
   g. What percentage of tuition was covered by:
      _____% G.I.Bill _____% Scholarship _____% Family _____% Loans _____% Self
6. If you were an "evening school" student, please answer:
   a. What percentage of your tuition was covered by:
      _____% Loans _____% Scholarship _____% Employer _____% G.I.Bill _____% Self
   b. Which did you prefer while at Roosevelt?
      ☐ One evening per week classes ☐ Two evenings per week classes
7. While at Roosevelt did you participate in University sponsored extra-curricular activities?
   ☐ Yes ☐ No If not, why? _____
8. What three factors determined your choice of present employment?
   Company location ☐ Salary ☐ Type of business ☐ Company size ☐ Security ☐
   Opportunity for advancement ☐ Company reputation ☐ Benefit Program ☐
   Training program ☐ Other _____

9. Which of the following statements comes closest to expressing the way you feel about your present job?

☐ I enjoy it ☐ I am indifferent ☐ I dislike it

a. Is your current position the type of job you had hoped for? ☐ Yes ☐ No

b. Does your current job offer advancement opportunity? ☐ Yes ☐ No

c. Does it meet economic needs? ☐ Yes ☐ No

10. What is the relationship of your current position to your course of college study?

☐ Same as ☐ Closely related ☐ Slightly related ☐ Unrelated

11. How would you rate, in order of importance, the following job characteristics? (There are 12 items. Use number 1 for <u>most important</u> through number 12 for <u>least important</u>.)

☐ Creativity	☐ Job Challenge	☐ Service to society or community
☐ High Pay	☐ Working with People	☐ Opportunity for advancement
☐ Prestige	☐ Working with Ideas	☐ Opportunity for learning
☐ Job Security	☐ Working conditions	☐ Responsibility in the job

12. Have you been accepted as a full-time graduate student? ☐ Yes ☐ No

Institution _____ Course of Study _____

13. Whom would you nominate as one of the most outstanding faculty members at RU? _____

_____ (Why) _____

_____

14. <u>FOR WOMEN GRADUATES:</u> What are your plans for the future?

☐ Stop working when married ☐ Work until children come ☐ Work indefinitely

☐ Work a short time after marriage ☐ No plans to work in the near future

☐ Other _____

15. What was your "Image" of Roosevelt University prior to enrollment?

After graduation? -

16. What advice would you give this year's senior who will be seeking a position in your general field next year? (Use additional paper if necessary)